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ABSTRACT

The career exploration view is designed to stimulate learning which will provide individualized feedback to students concerning their self-identities. The career conscious individual career education model is an outcome-oriented model designed to provide a comprehensive overview of the knowledge, skills, and attitudes individuals need to facilitate their total development. The model has four basic interrelated domains: (1) self-knowledge and interpersonal skills, (2) knowledge of work and leisure worlds, (3) career planning knowledge and skills, and (4) basic studies and occupational preparation. The concluding section, entitled Career Guidance: Program Content and Staff Responsibilities, presents a program planning guide developed for use in the career education workshop for professional development sponsored by the Missouri State Department of Education. (VA)

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# LIFE CAREER DEVELOPMENT

## A MODEL

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CAREER
GUIDANCE
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PLACEMENT
PROJECT
UNIVERSITY OF MISSOURI-COLUMBIA

VT-101-965

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# CAREER DEVELOPMENT: A NEW FOCUS

Earl J. Moore and Norman C. Gysbers

Career development as a new focus for education has the potential to restructure substantially the processes and activities of education, modify the values and attitudes of educators, and maximize the opportunities for student involvement and responsibility. Career development can become the lens through which educators view and understand students. Career development concepts can become the organizer for the total curriculum.

In traditional education, students tend to be viewed as objects to be brought up to grade level in basic content areas at the end of the school year. The career development perspective, however, puts a premium on students as persons--on personalizing education to make it meaningful. Career development, defined in this context, is self-development over the life span through education, work, and leisure. It is a way of describing and understanding total human development.

## Value of Career Development

To illustrate the value of the career development orientation, Figures 1, 2, and 3 contrast the traditional education orientation with the career development orientation in three different school contexts: educational processes and activities; values and attitudes of educators; and student involvement and responsibility.

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| Elements | Traditional Education | Career Development |
|---|---|---|
| Instructional process | Book contained | Experimental centered |
| Learning activities | Abstract rich/Action poor | Action-Abstract balance |
| Content emphasis | Past | Here and now/Future |
| Reinforcement | Abstracting ability | Individual performance |

Figure 1. Educational Processes and Activities

| Elements | Traditional Education | Career Development |
|---|---|---|
| Teacher focus | Content departure | Person departure |
| Learning goals | Autocratic | Shared responsibility |
| Teacher stress | Imperfection/Failure | Worthiness/Success |
| School climate | Closed | Open |
| School staff | Specially oriented | Interrelated |

Figure 2. Values and Attitudes of Educators

| Elements | Traditional Education | Career Development |
|---|---|---|
| Student--Task | Encourages dependency | Encourages responsibility |
| Student--Motivation | Apathetic | Involved/Creative |
| Student--Peers | Self-centered | Interdependent |
| Student--Teacher | Power struggles | Cooperative |
| Student--Self-image | Distorted/Shallow | Positive/Realistic |

Figure 3. Student Involvement and Responsibility

Relating the school and its curriculum to the outside world is a necessary first step in establishing career education in a school system. Instead of talking about the outside world in the abstract, the outside world can be used as a major vehicle for instruction. Teachers can use the career world outside the school as a teaching medium for transmitting basic education knowledge and skills.

The Three R's

The career world can be brought into the school by resource personnel, parents, and the students themselves. Action oriented, learn-by-doing processes should be used. For example, a teacher in Cobb County, Georgia, has used the banking business as one of the career worlds through which a wide variety of basic education objectives can be incorporated (Smith, 1971). The traditional content area skills and knowledges in this instance are correlated and related to the banking business. The restaurant business, the construction industry, and other work settings can be used in a similar manner.

While a content-oriented teacher may recognize the potential careers as a medium for teaching traditional content knowledge and skills the career-oriented teacher will appreciate the medium for the opportunities it affords students to develop a personal sense of how to relate present worth to future worth. Nelson (1968) notes that through guided career exploration it is possible for a student to develop an awareness of his own potential and worthwhileness in the present and thus project this in the future as a participant in a greater world. Through career exploration, he will have an opportunity to observe what it takes to be a responsible contributor within the adult world around him.

A Measure of Success

Exploring career worlds will help students develop a feeling of how adults achieve their place in society. Through career exploration, students

can examine the meanings of work and leisure and their relationships to personal life styles. Also, since career exploration is a personal endeavor and not a competitive venture, each student can explore at his own pace in his own unique fashion and thus be assured of a measure of success.

As Glasser (1969) contended in Schools Without Failure, self-worth and willingness to assume responsibility for one's own learning are built on a foundation of encouragement. The student active in career exploration can be reinforced whether or not he possesses abstract scholastic skills. This does not imply that basic competencies are not important, but simply that content-oriented group achievement tests are not the only way of providing feedback to students about their self-worth.

School Superintendent Alton B. Crews (1972) of Cobb County, Georgia, noted, "Perhaps the most important part of Career Development is the humane way it helps each child develop. The poorest reader in third grade might be the best with a hammer, and he will get esteem from his peers." Students with competence in basic education will find that career exploration can be enriching and rewarding and can be pursued without waiting for other students to reach their level.

Individualized Education

Career exploration as a point of departure for education has the potential of individualizing education, a subject that has been talked about for decades but has rarely been accomplished. Traditional strategies to individualize education have focused on matching student learning styles with abstract content-oriented tasks which occur only in the classroom. Little attention has been given to the learning style of students as these relate to the broader world outside the classroom.

Students have difficulty achieving self-identity because they are treated as objects and are placed in competitive situations where they can

only compare themselves with others involved with the same task. The career exploration view, on the other hand, can stimulate learning which will provide individualized feedback to students concerning their self-identities.

Assuming Responsibility

Many teachers not only determine all instructional goals but also assume total responsibility for seeing to it that students attain minimal content competency. Career development-oriented thinking, however, encourages individual student planning and self-accountability. In Santa Rosa, California, teams of students organized a worker visitation unit and made visits to workers in the community. Using recorded interviews of workers talking about their jobs and pictures taken of these workers on the job, they prepared several narrated slide presentations which they shared with other class members and their parents (Cunningham 1971).

A career development-oriented school atmosphere has the potential of being a democratic school atmosphere. While a content-oriented school tends to create a passive, dependent student who may be apathetic, irresponsible, or rebellious, the career development-oriented school offers the opportunity for all students to achieve and become competent. Instead of fostering grade competitiveness, students can be encouraged to be helpful to one another. Each person, if he feels of equal worth, will aid others in achieving their individual goals. Bruner (1971) has suggested that a learning community can be a powerful force for effective learning and thus mutual learning and instruction can occur, with a sense of compassion and responsibility for members. The work world models this relationship for the student. A worker not only recognizes his individual responsibility, but appreciates the need for interdependency with follow workers.

Who is Responsible?

Who is responsible for career development programs in the school? The

answer is that all members of the school community have a shared responsibility. At the present time, however, little is being done to assume such responsibility on a systematic basis. Many classroom teachers are concerned only with imparting knowledge, concentrating on grade level content, and manipulating the classroom environment for that purpose. Counselors and students may discuss future plans, but do so usually in the confines of the counselor's office. Parents and employers expect the schools to impart knowledge to students without understanding that the home and community can be a laboratory to help students relate subject content to the outside world.

Career development as a unifying construct in education provides the opportunity for all members of the school community to cooperate and to be responsible. Unfortunately, however, many programs that are now being organized around career development concepts are really traditional education programs in disguise. Typically, such programs emphasize only the world of work in the abstract; students are taught about occupations.

Even when these activities are done in the context of the work world, the emphasis is still teacher centered and product oriented rather than student centered and worker life style oriented. Other programs rely heavily on "commercial publishers who market a fantastic collection of occupational encyclopedias, file cases of job descriptions, films and filmstrips, and more recently slide-tape programs, microfilm systems, and computerized occupational information systems--all under the guise of teaching individuals about the world of work." (Van Rooy and Bailey, 1972). Such materials unfortunately are seen as ends in themselves.

The Future Begins Now

To take advantage of the current and future emphasis on career development as a way of making education relevant, we need to begin now. Teachers, counselors, and administrators should examine their current practices and

techniques from a career development perspective (Gysbers and Moore, 1971). School-age youth at all levels must have the opportunity continuously and systematically to explore, from an internal frame of reference, their interests, aptitudes, attitudes, and values in relation to the wide range of educational and career opportunities which may be available to them, in order to avoid premature educational and occupational foreclosures.

Following are some cooperative efforts that a career development approach will require:

1. Teachers and students should:
   a. Take responsibility to sample the career world and share their findings.
   b. Make classroom decisions and plan activities in a manner similar to the ways it is done in various work settings.
2. Teachers and administrators should:
   a. Establish procedures and provide resources to enable students to explore the career world.
   b. Provide for the use of media, worker role models, and appropriate support personnel.
3. Teachers and counselors should:
   a. Attend to and plan for each student's unique career needs.
   b. Plan cooperatively to take advantage of the expertise each has to offer.
4. Elementary and secondary teachers should:
   a. Develop sequential programs of career development.
   b. Establish and maintain accountability procedures for career development programs.
5. Parents and business and industry personnel should:
   a. Establish advisory groups
   b. Serve as resource persons to school career development programs.

When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experiences which help him to see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development, each teacher, and indeed each parent and businessman, carries some responsibility (Tennyson, 1971).

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CAREER EDUCATION

CAREER CONSCIOUS INDIVIDUAL MODEL

During the past few years a number of career education models have emerged to fill the gap between career education need statements and the development of programs for implementing career education goals into our educational system. The sources of these models include the U. S. Office of Education, projects sponsored by the U. S. Office of Education, state departments of education, university personnel, and private research and development organizations. Model developers typically represent such fields as vocational education, guidance and counseling, curriculum development, school administration, teacher education, educational psychology and child development, or combinations of these areas. Some non-professional and advisory personnel also are involved in model construction, usually as members of committees with professional educators.

The models presently under construction are directed toward facilitating the development of certain valued behaviors. Such models project and speculate on what these valued behaviors are and then offer ways to facilitate the development of these behaviors. They create an idealized person or describe idealized characteristics of a person. For example, some models have interpreted Maslow's self actualization concept into a career life concept, e.g. "emerging career identity" (California, 1971). Other models use the generalized concept of vocational maturity that has been extracted from theories of career development (Bottoms, 1971; Bailey, 1971; Herr, 1971). These concepts of emerging career identity and career maturity emphasize a continually developing individual.

The basic components used in models often reflect the interests of the builders. Model builders with vocational education backgrounds and

interests tend to emphasize the world of work and occupational preparation; likewise, builders with a guidance and counseling orientation frequently stress self knowledge and career planning. Regardless of their genesis, all models provide for self knowledge. It is the amount of attention devoted to the world of work that seems to be most varied.

The developmental learning process is approached from one of two basic view points. The most common and most easily conceived approach assigns a single component and type of learning experience to a grade grouping (Bottoms, 1971; Bailey, 1970). This approach implies a 1, 2, 3, step sequence. This is an attractive procedure because it is concise and easily understood. The second approach emphasizes differing levels of functioning or learning and stresses continual development kindergarten - adult (Wisconsin, 1971; California, 1971; Gysbers and Moore, 1971). In these models some elements of all the model components are continually being taught in a sequential manner. While more sensitive to interactive effects and potentially more comprehensive, this approach is more complex and hence requires greater time and effort to design and develop.

Model builders generally use an objectives based approach to derive and implement their models. Behavioral terminology is used in most to specify individual outcomes. This approach allows for the incorporation of evaluation procedures and accountability, and is an important feature in the development of a number of models (California, 1971; Herr, 1971; Gysbers and Moore, 1971).

The Career Conscious Individual Career Education Model, conceptualized by Norman C. Gysbers and Earl J. Moore, is an outcome oriented model designed to provide a comprehensive overview of the knowledge, skills and attitudes individuals need to facilitate their total development. The

model is designed to create career consciousness in all individuals at all educational levels, to help them develop necessary life competencies, attitudes and values, to assist them in visualizing possible life career roles and to analyze and relate these roles to their present situations. (See Figure 1).

> Included within the idea of consciousness is a person's background, education, politics, insight, values, emotions, and philosophy, but consciousness is more than these or even the sum of them. It is the whole man; his "head"; his way of life. It is that by which he creates his own life and thus creates the society in which he lives. (Reich, 1971, p. 15)

Figure 1

THE CAREER CONSCIOUS INDIVIDUAL

| | |
|---|---|
| Self: | Unique Person, Total Life Style |
| Others: | Interdependency, Cooperation |
| Education: | Understands Purpose, Sees Relationship Between Self, Education and Society |
| Work Tasks: | Challenge, Proof of Ability |
| Work Place: | Opportunity to Achieve |

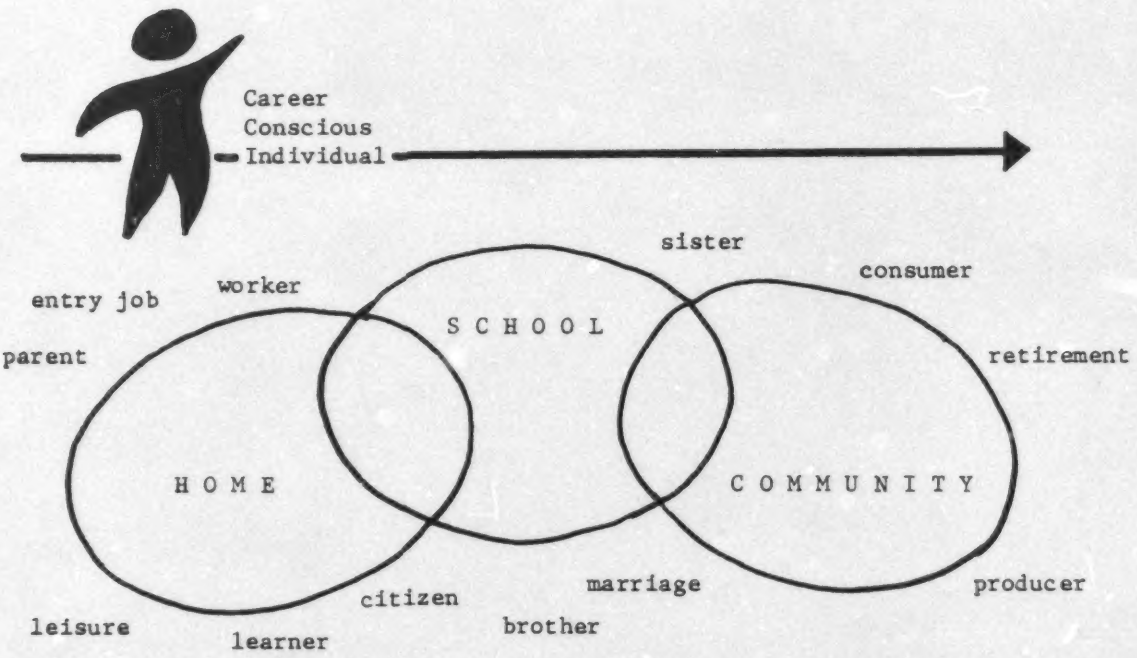
The Career Conscious Individual Career Education Model is based upon life career development concepts and principles. The word life indicates that the focus is on the total person, on all aspects of his growth and development over the life span. The word career identifies and relates the many settings in which people find themselves--home, school, occupation, community; the roles which they plan--student, worker, consumer, citizen, parent; and the events which may occur in their lifetime--entry job, marriage, retirement. The word development is used to show that people are continually changing over their lifetime. We are always in

the process of becoming. When used in sequence, the words life career development bring these separate meanings together, but at the same time they mean more than these words put together in sequence. Taken collectively, they describe the whole person--a unique person with his own life style. (See Figure 2.)

Figure 2

LIFE CAREER DEVELOPMENT

SETTINGS---ROLES---EVENTS

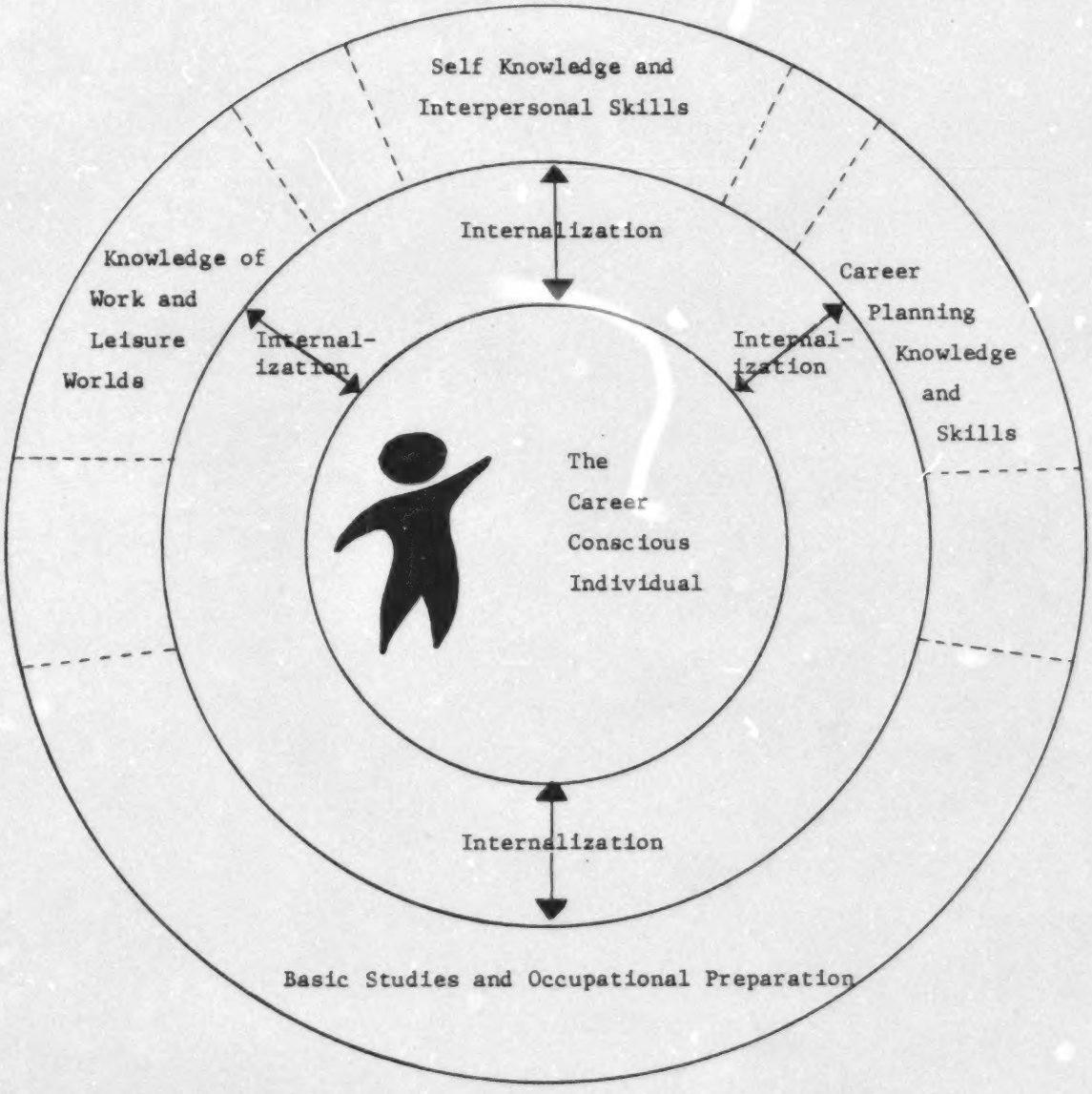



The Career Conscious Individual Model has four basic interrelated knowledge, skill and attitude domains: self knowledge and interpersonal skills, knowledge of work and leisure worlds; career planning knowledge and skills; and basic studies and occupational preparation. These domains are represented in Figure 3 and are discussed in some detail in the following paragraphs. Outlines of sample content in the domains are in-

Figure 3

EDUCATIONAL COMPONENTS TO DEVELOP

THE CAREER CONSCIOUS INDIVIDUAL



cluded to further define the parameters of each domain. The descriptive terms and phrases included in the outlines should be viewed in the context of person oriented outcomes. When fleshed out in full for implementation purposes, the descriptions become goal statements for which developmental goals, objectives and activities can be written.

Self Knowledge and Interpersonal Skills

In the self knowledge and interpersonal skills domain, the content and activities focus on helping individuals understand themselves and others. The main concepts of this domain involve the individual's (1) awareness and acceptance of self, (2) the awareness and acceptance of others, and (3) the development of interpersonal skills. Within this domain, the individual begins to develop an awareness of his personal characteristics--interests, aspirations, aptitudes, abilities, and values and the characteristics of others. The individual learns techniques for self appraisal and analysis of his personal characteristics in terms of a real-ideal self continuum and begins to formulate plans for self improvement. The individual becomes knowledgeable about the interactive relationship of self and environment in such a way that he develops personal standards and a sense of purpose in life.

Outcomes is this domain reflect a person who can utilize self knowledge in life career planning and in the fostering of positive interpersonal relations. The individual will be self directed in that he will accept responsibility for his own behavior.

Outline - Self Knowledge and Interpersonal Skills Domain

Self Awareness
    Personal Characteristics (abilities, values, aspirations, interests)
Social Awareness
    Characteristics of Others
    Knowledge of Social Structures
    Knowledge of Environmental Characteristics

Self Appraisal
- Self-Ideal Self
- Plans for Self Development

Self Environment Relationships
- Environmental Influences on Self

Self Exploration-Improvement
- Implementation of Plans for Self Developme
- Participation in New Experiences and Activities
- Risk-Taking Behavior

Self Acceptance
- Sense of Competency
- Self-fulfillment
- Evaluation and Acceptance of Strengths and Limitations

Self Direction - Autonomy
- Life Style Preference
- Commitment
- Social Effectiveness

Knowledge of Work and Leisure Worlds

The content and activities found in the knowledge of work and leisure worlds domain emphasize an understanding of the structure and basic dimensions of the world of work. Individuals learn that there are many occupations and industries which comprise the world of work and that these occupations and industries can be grouped in a number of ways. Such groupings serve as an avenue through which individuals learn of the similarities and differences among the work, workers and work places. Emphasis is placed on the individual's learning of selected associations among specific job requirements and characteristics and personal skills, interests, values, and aspirations. The rapidity of social and technological change and other factors affecting the flux of the work force and the work situation are elements considered in this domain.

The individual begins to view the basic dimensions of the worlds of work and leisure in three perspectives--sociological, psychological, and economic. The sociological dimension encompasses such components as societal limitations on the individual's choice of occupation and the purposes of work and leisure. The economic component refers to such considerations of job choice as amount of pay, number of hours, fringe bene-

fits, and the cost of various leisure activities. The psychological perspective refers to the amount and kind of personal satisfaction an individual receives from his work and his leisure and the internal factors which affect this satisfaction. As a result of learning about the interaction of these component parts of the worlds of work and leisure, the individual learns of the reciprocal influences of work, leisure activities and life style preferences.

Outline - Knowledge of Work and Leisure Worlds Domain

- Knowledge of the World of Work
  - Knowledge of Broad Occupational Groups
  - Knowledge of Levels of Occupations
    - Labor Market Trends
  - Sociological Dimensions of Work
    - Technological Change
    - Value of Work to Society
  - Economic Dimensions of Work
    - Remuneration of Broad Occupational Groups
    - Relationship of General Economy and General Occupations
  - Psychological Dimensions of Work
    - Various Meanings of Work
    - Effect of Work on Preferred Life Style
- Knowledge of the World of Leisure
  - Sociological, Economic, and Psychological Dimensions of Leisure
  - Knowledge of Common Leisure Activities
  - Changing Values and Meanings of Leisure
  - Geographical Factors in Leisure Pursuits
- Analysis of Work-Leisure Relationships
- Occupational Identity
- Personal Values of Work and Leisure
- Knowledge of Changing Roles of Women

Career Planning Knowledge and Skills

The career planning knowledge and skills domain contains content and activities designed to help individuals (1) understand that decision-making and planning are important tasks in everyday life, (2) recognize the need for life career planning, and (3) value planning. The central focus of this domain is the mastery of decision-making skills as related to life career planning. The individual begins to develop skill in this area by identifying the elements of the decision-making process. He develops skill in gathering information from all relevant sources, both

external and internal, and learns to utilize the collected information in making informed and reasonable decisions. A major aspect of this learned process involves the appraisal and application of personal values as they are related to prospective plans and decisions. The individual begins to engage in planning activities and to understand that he can influence his future by applying such skill. He begins to accept the responsibility for making his own choices for managing his own resources, and for directing the future course of his life.

Other dimensions in this domain include the concepts of change, space and time as they affect career planning. The individual learns of the potential impact of change in modern society and of the necessity of being able to project oneself into the future. In this way, he begins to predict the future and to forsee alternatives which he may choose and to plan to meet the requirements of preferred life career alternatives. From a point where the individual acquires knowledge of the decision-making process, he progresses to a point where he exhibits confidence in his decision-making skills. The major educational goals within this domain are directed toward producing individuals who value planning and who formulate reasonable life career plans.

Outline - Career Planning Knowledge and Skills Domain

- Awareness of Elements of Decision-making
  - Identification of Steps in the Process
  - Identification of Needed Information
  - Identification of Sources of Information
- Function of Values in Decision-making
  - Identification of Personal Values
    - Social Influences on Values
    - Source of Values
  - Identification of Values of Others
- Learning How to Learn
  - How to Get Needed Information
  - Classification of Information
  - Synthesis of Information
  - Familiarity with the Abstract
  - Analysis of Information
- Knowledge of the Time Dimension
  - Anticipation of Future
  - Visualize Self in Future

Imagine Self in Anticipated Roles
Creation of Personal Time Lines
Knowledge of Growth Dimension
Awareness of Space Dimension
The Geographical and Social Dispersion of Experiences
Increasing Social Complexity
Media Explosion
Awareness of Resources
Consumer Education
Financial Security
Civil Responsibility
Relationship of Self to the World of Work
Relationship of Personal Characteristics (interests, aptitudes, values, attitudes, needs)
Responsibility for Own Career Planning
Attainment of Necessary Credentials
Management of Personal Resources
Implementation of Plans
Risk-Taking
Discovery of New Alternatives
Taking Advantage of Opportunities
Acting on Personal Objectives
Independence of Choice-making
Confidence in Making Decisions
Commitment to Personal Values
Effective Management of Personal Resources
Values Planning

Basic Studies and Occupational Preparation

The fourth domain, basic studies and occupational preparation, is the largest in content and activities. This domain contains the basic skills which are developed in the core of a curriculum (language arts, social studies, mathematics, fine arts, physical education and vocational education). These forms of preparatory education are included as a basic part of an individual's development, but they are viewed in a new, interdisciplinary form.

Basic studies and occupational preparation must be relevant to the roles, settings and events of a person's total life career. The education, work and leisure worlds are interrelated, as the primary content focus for knowledge acquisition and skill development in basic and vocational education. As the work, leisure and educational worlds undergo constant change, the need to provide individuals with the opportunity to update skills becomes increasingly apparent. Thus, a primary emphasis within this domain involves the acquisition and refinement of occupational skills throughout life.

Included in this domain are the skills required for seeking employment and/or further education, for obtaining entry-level employment, and for achieving satisfaction in a preferred occupational area.

Outline - Basic Studies and Occupational Preparation Domain

Improve Career and Occupational Capabilities
Have Useful Numerical Skills
Perform Calculations and Transactions Involving Money
Understand Numerical Values in Graphs, Charts and Tables
Use Measurement Equivalents, Ratios, Proportions
Compare Numerical Values
Calculate Amounts Needed to Do Practical Jobs
Interpret Statistical Data
Have Useful Communication Skills
Communicate Understandably
Speak, Write, Demonstrate and Use Nonverbal Means
Understand Communication
Interact Verbally with Others
Have Useful Manual Perceptual Skills
Use Common Tools and Equipment
Make and Assemble, Using Appropriate Materials
Adjust, Repair, and Maintain
Read Displays and Scales
Make Visual Representations
Have Employability Skills
Understand Nature of Job Interview
Effectively Carry Out Job Interview
Have Entry Level Skills

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# CAREER GUIDANCE: PROGRAM CONTENT AND STAFF RESPONSIBILITIES

Norman C. Gysbers and Earl J. Moore

Traditionally, the word guidance has been defined and operationalized as a collection of related services provided to individuals prior to training, to the selection of an occupation or before entrance to work. Guidance programs, operating from this perspective, rely heavily on the individual interview, testing and occupational information. The focus tends to be on diagnosis and prescription at a point-in-time.

## New Challenges

To meet the challenges of today and tomorrow, however, the single-educational/occupational-choice-at-a-point-in-time focus of traditional career guidance must give way to a broader, more comprehensive view of the individual and his career development over the life span. This new focus clearly indicates that developmental guidance programs and activities must be derived from the needs and goals of the individuals and institutions to be served rather than from a tradition-based collection of related services. This means that the nature and content of guidance programs as well as the guidance roles of school counselors, teachers and others will be determined partly by the populations and situations of the settings in which they find themselves. Their approach cannot be to rely only on a group of tradition-based related services to meet the needs of the populations and situations of their settings. Rather they must be able to assess

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individual and institutional needs, determine goals, state performance objectives, decide on appropriate activities and devise appropriate evaluation procedures.

The needs assessment, goal setting approach to guidance program development and implementation is appropriate, particularly for school counselors. Instead of being only process oriented and reactive, as the traditional services model tends to make them, the counselors' base of operation, their choice of activities and techniques, and their sense of mission must be expanded; they must be actively involved in the educational mainstream at all educational levels. This new approach to guidance program planning and management can make this possible.

Program Development Procedures

The first step in establishing a developmental career guidance program is the assessment of individual and institutional needs. This is accomplished by either using the current program as a base, going to external authority sources, or asking individuals in the setting to give their opinion as to what their needs are. Generally, need statements are derived from a combination of these three approaches. From a collection of individual and institutional need statements, goals to be accomplished are established. This is the second step. At this point goal priorities are determined based on the situations and populations of the setting. Those goals which can be attained with reasonable expectations are rank ordered. The third step involves making the goals operational by stating program and student performance objectives. These objectives are written to indicate the type of outcome to be expected so that evaluation can be accomplished. Finally, activities to accomplish the performance objectives are carefully matched with the performance objectives.

Program Content

One of the bodies of knowledge from which career guidance program content is being drawn is career development theory, research and commentary. From this body of knowledge statements of individuals' needs, goals, objectives, activities and outcomes are being derived and being brought together along with input from other sources into comprehensive career guidance programs, kindergarten through adulthood. The possible outcomes of comprehensive career guidance programs also are receiving careful attention. What would individuals who experience such programs be like is a question being asked. Gysbers and Moore (1971) in a recent article, have postulated the concept of the career conscious individual as a possible answer. They proposed that career consciousness can exist in all individuals at all educational levels and that it develops and grows over the life span as a result of the continual process of internalization of knowledge and skill in four knowledge and skill domains: self knowledge, work and leisure knowledge, career planning knowledge and skill and career preparation knowledge and skill. It is being suggested that career guidance content can be developed directly from the knowledge and skill derived from the first three domains and indirectly from the last domain. The last domain, and the largest in terms of content, forms the basis for basic and vocational education programs.

Program Responsibilities

Once career guidance program goals, objectives and activities have been delineated, the next step is to assign specific program responsibilities to the school staff and to parents and community personnel as appropriate. To assure program quality, consistency and sequence we strongly urge that one department of person be assigned the overall coordination responsibility for the total school's career guidance program. We would

recommend that the guidance department assume such coordination responsibilities along with their other specific program functions.

The specific assignment of career guidance functions to school staff and others should be done on a teamwork basis and focus on the type of contacts they may have with students: direct contacts, contacts shared with others and indirect contacts. To illustrate this assignment procedure, Table 1 presents several examples of career guidance program activities assigned on a direct, shared, and indirect student contact basis to school counselors and teachers.

Table 1

Career Guidance Responsibility Assignment: Some Examples

| | Counselors | Teachers |
|---|---|---|
| Indirect Functions | Career guidance curriculum planning | Career curriculum for basic education |
| | Teacher and parent consultation | Parent-teacher conferences |
| | Inservice training programs | Development of instructional materials |
| Shared Functions | Conjoint vocational education instructor-counselor-student planning/contracting | Conjoint teacher-counselor-student planning/contracting |
| | | Team teaching of career concepts/units |
| | Conjoint employer-vocational education instructor-counselor planning | Conjoint teacher-parent-student planning/contracting |
| | Testing and evaluation | |
| Direct Functions | Individual counseling | Individualized instruction |
| | Group instruction/orientation | Classroom and group instruction |
| | Group counseling | Student organization and club advisement |

From this basic model for assigning career guidance program responsibilities the specific responsibilities and functions of any educational specialty can be detailed. Since we suggested previously that the school guidance staff be assigned the overall coordination responsibility for the career guidance program in addition to their regular specific career guidance program functions, we will illustrate aspects of their role in more detail. Tables 2, 3, and 4 have the same structure. Each, however, treats only one type of counselor-student contact: Table 2, direct contact; Table 3, shared contact; Table 4, indirect contact.

Table 2

Direct Career Guidance Program Contacts: School Counselors

| | Student Objectives | Student Outcomes | Direct Counselor Functions |
|---|---|---|---|
| Elementary School | For individuals to develop an awareness of their own characteristics. | Given a picture of himself a child will be able to describe aloud his appearance using accurate descriptions. | Counselor conducts weekly group activities using puppets, stories, pictures, audio recordings, self drawings, and snap shots. |
| Junior High School | For individuals to understand their capabilities in educational areas. | Given a list of school subject areas, the student will rank the areas according to his relative strengths. | Counselor holds individual sessions with assigned students to consider past achievements and current abilities. |
| Senior High School | For individuals to develop an awareness of personal characteristics and behaviors that are viewed as desirable for employment. | Placed in simulated job situations, the students will be rated as employable. | Counselor holds group counseling and role playing sessions regarding elements of employability. |

Table 3

Shared Career Guidance Program Contacts: School Counselors

| | Student Objectives | Student Outcomes | Shared Counselor Functions |
|---|---|---|---|
| Elementary School | For individuals to recognize that varied personal satisfactions are derived from working. | Given a work role students will be able to describe one personal satisfying aspect of it. | Counselors, teachers and students plan a structured interview for use with parents and other work role models. |
| Junior High School | For individuals to recognize the interdependency of workers in the work setting. | Given a potential business enterprise, students will list ways workers depend upon one another. | Vocational education instructor, principal, counselor and students plan junior achievement projects to be implemented in the community. |
| Senior High School | For individuals to formulate tentative career plans consistent with knowledge of self. | Individual will select and be placed in a work-study setting consistent with measured ability and achievements, expressed and measured interests and values, and physical capabilities. | Vocational education instructor, counselor and student discuss and arrange for placement; later, they discuss adjustment aspects of work. |

Table 4

Indirect Career Guidance Program Contacts: School Counselors

| | Student Objectives | Student Outcomes | Indirect Counselor Functions |
|---|---|---|---|
| Elementary School | For individuals to differentiate job responsibilities in occupational clusters. | Given specific jobs in an occupational cluster, students will be able to name a unique aspect and a similar aspect of the workers' responsibilities. | Counselor will consult the teacher regarding media and arrange for a field trip for students to observe occupational cluster models. |
| Junior High School | For individuals to understand the importance of effective communication skills in career settings. | Students will describe in a written essay the daily work situations wherein precise and accurate communication is necessary. | Counselor conducts an inservice program for teachers (e.g. English) on relating subject matter to relevant work world situations; also consults with them individually. |
| Senior High School | For individuals to possess the ability to identify alternatives in career planning. | Students will rank alternative careers for which personal characteristics and training requirements are sufficiently similar to the preferred career to serve as alternative plans. | Counselor constructs system and develops programs for an interaction computer based self directed guidance system. |

Team Work Needed Now

To take advantage of the current and future emphasis on career development as a way of restructuring education in general and guidance in particular we need to begin now. Counselors, teachers, vocational educators, administrators and lay personnel from the community should examine their current guidance practices and responsibilities together from a career development perspective. This is the first step.

> When the school builds upon the inherent interest of the child in activity and exploration, enriching his learning through appropriate experiences which help him to see what he is about and to consider what is most important to him in relation to the adult world, we then begin to have the elements of a career development program. With such a program, each member of the school staff has a stake in the child's career development; each teacher, and indeed each parent and businesssman, carries some responsibility (Tennyson, 1971).

References

1 Gysbers, Norman C. and Moore, Earl J. "Career Development in the Schools" in Contemporary Concepts in Vocational Education, Law, Gordon (editor) Washington D. C., American Vocational Association, 1971.

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